**Forming - Storming - Norming – Performing**

The **Forming – Storming – Norming – Performing** model of group development was first proposed by Bruce Tuckman in 1965, who argued that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

**Forming**

In the first stages of team building, the *forming* of the team takes place. The team meets and learns about the project they will be working on. They agree on goals and begin to tackle the tasks. Team members tend to behave quite independently in this stage. They may be motivated but are usually relatively unclear about the issues and objectives of the team. Team members are usually on their best behavior but very focused on themselves.

The forming stage of any team is important because in this stage the members of the team get to know one another and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.

**Storming**

Every group will then enter the *storming* stage in which different ideas compete for consideration. The team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will use. Team members open up to each other and confront each other's ideas and perspectives. In some cases *storming* can be resolved quickly. In others, the team never leaves this stage.

The *storming* stage is necessary to the growth of the team. It can be contentious, unpleasant and even painful to members of the team who don’t like conflict. Tolerance of each team member and their differences needs to be emphasised. Without tolerance and patience the team will fail. This phase can become destructive to the team and will lower motivation if allowed to get out of control.

**Norming**

At some point, the team may enter the *norming* stage. Team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid. Team members often work through this stage by agreeing on rules, values, appropriate behaviour and a shared work load. During this phase, team members begin to trust each other. Motivation increases as the team gets more acquainted with the project.

**Performing**

Some teams will reach the *performing* stage. These high-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. Team members have become interdependent. By this time they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision.

<http://en.wikipedia.org/wiki/Forming-storming-norming-performing>

|  |  |
| --- | --- |
| 1 | 2 siblings want to watch 2 different shows on TV at the same time.  They must find a **compromise**. |
| 1 | 2 siblings want to watch 2 different shows on TV at the same time.  They must find a **compromise**. |
| 2 | A Year 10 student pushes in front of a Year 9 students in the Year 9 line at the Canteen. The Year 9 student **confidently** asksthem to move into the correct line. |
| 2 | A Year 10 student pushes in front of a Year 9 students in the Year 9 line at the Canteen. The Year 9 student **confidently** asksthem to move into the correct line. |
| 3 | 3 employees at Bakers Delight are cleaning up the shop at the end of the day. As a team they will need to **delegate** roles to clean up as quickly as possible. |
| 3 | 3 employees at Bakers Delight are cleaning up the shop at the end of the day. As a team they will need to **delegate** roles to clean up as quickly as possible. |
| 3 | 3 employees at Bakers Delight are cleaning up the shop at the end of the day. As a team they will need to **delegate** roles to clean up as quickly as possible. |
| 4 | 3 students are working on a team assignment for school. One student often gets left to do all the work, while the other two chat or play games. The student doing all the work will need to **negotiate** a fairer working system with his/her team mates. |
| 4 | 3 students are working on a team assignment for school. One student often gets left to do all the work, while the other two chat or play games. The student doing all the work will need to **negotiate** a fairer working system with his/her team mates. |
| 4 | 3 students are working on a team assignment for school. One student often gets left to do all the work, while the other two chat or play games. The student doing all the work will need to **negotiate** a fairer working system with his/her team mates. |
| 5 | A teenager is trying to **convince** his/her parents that he/she should be allowed to go to a party on the weekend. |
| 5 | A teenager is trying to **convince** his/her parents that he/she should be allowed to go to a party on the weekend. |
| 6 | 2 soccer players are chatting after practice. One of them doesn’t understand the drill the coach has been using and **asks** the other one for **help**. The other player will need to ask **questions** to work on why he/she is confused and **explain** the drill more clearly. |
| 6 | 2 soccer players are chatting after practice. One of them doesn’t understand the drill the coach has been using and **asks** the other one for **help**. The other player will need to ask **questions** to work on why he/she is confused and **explain** the drill more clearly. |
| 7 | A member of SMAD is trying to **convince** the Principal to give them funding for a new project using **persuasive** language. |
| 7 | A member of SMAD is trying to **convince** the Principal to give them funding for a new project using **persuasive** language. |
| 8 | 2 students are sitting next to each other in class. One is grumpy and being quite rude. The other must show **empathy** when they discover that their friend’s favourite pet has recently passed away. |
| 8 | 2 students are sitting next to each other in class. One is grumpy and being quite rude. The other must show **empathy** when they discover that their friend’s favourite pet has recently passed away. |
| 8 | A friend confronts another friend at school to discuss an incident from earlier in the week. They feel their friend was rude to them. The two students **discuss** the issue and come to an agreement. One of the students **acknowledges** that they acted unfairly/were rude and **apologises**. |
| 8 | A friend confronts another friend at school to discuss an incident from earlier in the week. They feel their friend was rude to them. The two students **discuss** the issue and come to an agreement. One of the students **acknowledges** that they acted unfairly/were rude and **apologises**. |
| 9 | The captain of the netball team has to **lead** and **motivate** his/her team mates at half time when they are behind by 5 goals. |
| 9 | The captain of the netball team has to **lead** and **motivate** his/her team mates at half time when they are behind by 5 goals. |
| 10 | 3 friends have been visiting Eltham on the weekend and have just missed the bus. They need to be home by 5pm and it is 4.30pm. The next bus will arrive at 5.15pm. They must **solve** this **problem** together. |
| 10 | 3 friends have been visiting Eltham on the weekend and have just missed the bus. They need to be home by 5pm and it is 4.30pm. The next bus will arrive at 5.15pm. They must **solve** this **problem** together. |
| 10 | 3 friends have been visiting Eltham on the weekend and have just missed the bus. They need to be home by 5pm and it is 4.30pm. The next bus will arrive at 5.15pm. They must **solve** this **problem** together. |